



## WAYS OF TEACHING FOREIGN LANGUAGES

Makhmudova Dilrabo

Nizomiddinova Yulduz

*Republican College of Music and Art*

Every few years, new foreign language teaching methods arrive on the scene. New textbooks appear far more frequently. They are usually proclaimed to be more effective than those that have gone before, and, in many cases, these methods or textbooks are promoted or even prescribed for immediate use. New methods and textbooks may reflect current developments in linguistic/applied linguistic theory or recent pedagogical trends. Sometimes they are said to be based on recent developments in language acquisition theory and research. For example, one approach to teaching may emphasize the value of having students imitate and practise a set of correct sentences while another emphasizes the importance of encouraging 'natural' communication between learners. How is a teacher to evaluate the potential effectiveness of new methods? One important basis for evaluating is, of course, the teacher's own experience with previous successes or disappointments. In addition, teachers who are informed about some of the findings of recent research are better prepared to judge whether the new proposals for language teaching are likely to bring about positive changes in students' learning.

Our graduation paper is about how English language can be learned at classrooms on the bases of new pedagogical technologies with having taking into consideration the national aspect, i.e. influencing native Uzbek language and typical mistakes and difficulties in learning English by Uzbek speaking students. First of all we have written it for English language teachers who teach this language to Uzbek students at schools at 5-6 grades, but it could also be useful for adult learners who are only going to learn a wonderful world of English. We believe that information about findings and theoretical views in second language acquisition research can make you a better judge of claims made by textbook writers and proponents of various language teaching methods. Such information, combined with insights gained from your experience as a language teacher or learner, can help you evaluate proposed changes in classroom methodology

Most people would agree that learning a second language in a natural acquisition context or 'on the street' is not the same as learning in the class-room. Many believe that learning 'on the street' is more effective. This belief may be based on the fact that most successful learners have had exposure to the language outside the classroom. What is special about natural language learning? Can we create the same environment in the classroom? Should we? Or are there essential contributions that only instruction—and not natural exposure—can provide?

In this chapter, we will look at five proposals which theorists have made for how second languages should be taught. We will review research on second language learning which has been carried out in classroom settings. This will permit us to explore further the



way in which second language research and theory contribute to our understanding of the advantages and the limitations of different approaches to second language teaching.

Before we go further, let us take a moment to reflect on the differences between natural and instructional language learning settings. We will then look at transcripts from two classrooms and try to understand what principles guide the teacher in each case.

## 2.2. Natural and instructional settings

Natural acquisition contexts should be understood as those in which the learner is exposed to the language at work or in social interaction or, if the learner is a child, in a school situation where most of the other children are native speakers of the target language and where the instruction is directed toward native speakers rather than toward learners of the language.

The traditional instruction environment is one where the language is being taught to a group of second or foreign language learners. In this case, the focus is on the language itself, rather than on information which is carried by the language. The teacher's goal is to see to it that students learn the vocabulary and grammatical rules of the target language. The goal of learners in such courses is often to pass an examination rather than to use the language for daily communicative interaction.

Communicative instruction environments also involve learners whose goal is learning the language itself, but the style of instruction places the emphasis on interaction, conversation, and language use, rather than on learning about the language. The topics which are discussed in the communicative instruction environment are often topics of general interest to the learner, for example, how to reply to a classified advertisement from a newspaper. Alternatively, the focus of a lesson may be on the subject matter, such as history or mathematics, which students are learning through the medium of the second language. In these classes, the focus may occasionally be on language itself, but the emphasis is on using the language rather than on talking about it. The language which teachers use for teaching is not selected on the basis of teaching a specific feature of the language, but on teaching learners to use the language in a variety of contexts. Students' success in these courses is often measured in terms of their ability to 'get things done' in the second language, rather than on their accuracy in using certain grammatical features.

The teaching methodologies in Classrooms A and B differ because they reflect opposing theoretical views concerning the most effective way to learn a second language in classroom settings.

## BIBLIOGRAPHY:

1. Lightbown P., Spada N. How Languages are learned Oxford University Press Oxford 1993 p.69-111
2. Savignon, S. 1972. Communicative Competence: An Experiment in Foreign-language Teaching. Philadelphia, Pa.: Center for Curriculum Development.
3. Montgomery, C. and M. Eisenstein. 1985. 'Reality revisited: An experimental communicative course in ESL.' TESOL Quarterly 19: 317—34.